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ABSTRACT

This is one of a series of eight Teacher Education Modules developed by Adams State College Teacher Corps Program. The goals of this module package are listed as follows: a) to introduce the intern to music for elementary school children; b) to enable interns to develop knowledge and skills of an elementary level in music; c) to enable interns to translate written music notation of elementary difficulty into song; d) to acquaint interns with methods and materials utilized in elementary music instruction; and e) to enable interns to use many of the traditional instruments in elementary music education, i.e., autoharp, tone bells, and rhythm instruments. Listed are competency goal statements, prerequisites, and resources. The package is divided into the following modules: Pitch; Tempo and Duration; Sharps--Flats--Key Signatures; Pitch and Duration Simultaneously; Dots After Notes; Teaching Note Songs; Use of Rhythm Instruments; Tone Bells; Autoharp; and the Realities of the Arts to Primary Children. Each module lists time, objectives, and enabling activities and describes evaluation. There is a criteria checklist after each module for the cooperating teacher, team leader, and on-site instructor. (JA)

ED 093847

ADAMS STATE COLLEGE
MUSIC FOR ELEMENTARY TEACHERS
COMPETENCY-BASED APPROACH

Prepared for the

Adams State College

Teacher Corps Program

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TEACHER CORPS PROGRAM

CYCLE 8

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Introduction and Rationale

The general purpose of the following modules is to better provide meaningful musical experiences for children in elementary schools. The need for expanded instruction in music is evident in the fact that many elementary schools have no music instruction and many schools only provide children twenty minutes of music a week with the music teacher meeting over a thousand children each week.

In attempting to provide more music instruction for children, it is indicated that more of our classroom teachers acquire (1) basic knowledge of music fundamentals, (2) basic skill in music presentation, (3) the realization that music is an important asset and influence and can be an aid in teaching other subjects, (4) confidence in their musical abilities, and (5) the realization that music teaching is not beyond the ability of those who have no musical background and no great musical talent.

The intent of these modules is to provide a self-help guide for prospective teachers to attain a basic, minimal proficiency in reading elementary music. This proficiency involves translating musical notation into song. The piano, since it is commonly available, is the mechanical medium suggested. No attempt is made to require piano playing proficiency or to guide toward correct piano technique. The piano is only a means of finding correct pitch and a tool for translating written music into sound. If the piano-playing can accurately translate notation into sound, the teacher usually can sing this music and,

of course add the words to produce a song. This proficiency is difficult. It will require serious application, considerable time, and careful assimilation of facts contained in the packet. However, anyone with a musical background will find it quite elementary.

After the "music reading" proficiency has been attained, some guidelines for teaching songs to elementary and especially primary children are presented. The intent of these guidelines is to provide teaching competencies and to alert the teacher to common errors in presenting songs. Three of these competencies involve somewhat physical as well as mental proficiencies and must be practiced until they become automatic.

The next intent of the modules is to help the intern, by utilizing the acquired proficiencies, actually teach a song to the children, evaluate the "success" of the teaching and prepare to teach other songs. After the first song teaching presentation, more emphasis should be shifted to the aesthetics, the enthusiasm, the feeling and the affective domain of music.

Suggestions For Use and Explanation of Unique Qualities

Since many prospective teachers have little or no musical background, this course must attempt two objectives. First, the prospective teacher will learn to recognize music symbols (read music) and will produce correct musical sounds from these musical symbols. Second, the prospective teacher must have a familiarity with music materials that is suitable for elementary children, and must demonstrate methods of presenting music to children. This, of course, presents a problem similar in scope to teaching a prospective teacher a new language and, at the same time, presenting methods and materials for the prospective teacher to teach the new language. Therefore, it is evident that those interns who have a musical background will find the course relatively easy, and those interns who have no musical background must realize the course will require more time, study, and practice than would many similar courses.

Another possible unique quality or requirement for this course is that any skill, especially motor skills, requiring coordination of eye, voice, fingers, etc., must be continually reviewed and practiced. It cannot be "learned" in one or a few attempts and be dropped when continuing on into the next phase. Each module must be continually reviewed and new material learned as the intern progresses through the entire series of modules. The concepts and skills begun in Module One must be further practiced and improved throughout the following modules. At the completion of this series of modules each intern should have a repertoire of at least ten songs learned from printed music. The intern should not have a familiarity

with at least four of the ten songs learned and practiced in this series of modules.

MUSIC FOR ELEMENTARY TEACHERS

MUS-370

GOALS

I. To introduce the intern to music for elementary school children.

II. To enable interns to develop knowledge and skills of an elementary level in music.

III. To enable interns to translate written musical notation of elementary difficulty into song.

IV. To acquaint interns with methods and materials utilized in elementary music instruction.

V. To enable interns to use many of the traditional instruments in elementary music education, i.e., autoharp, tone bells, rhythm instruments, etc.

COMPETENCY GOAL STATEMENTS

Upon completion of this series of modules the intern will:

I. Be able to instruct elementary children in the fundamentals of music.

II. Be able to present songs to children in a classroom situation.

III. Be able to incorporate music and songs into other classroom academic areas such as social studies.

IV. Be able to effectively present listening lessons to children.

Prerequisites

These modules assume that the intern has no background or understanding in written music or notation. However, the abilities to "carry a tune", distinguish between high and low pitch, and understand simple fraction relationships are useful. No further academic prerequisites are required that would not be assumed acquired by a junior in college.

Time

An intern should complete the series of modules within ten weeks.

Resources

Explanation of terminology:

The packet used to explain the contents of the course is entitled Music 370 Self-Help Guide. For brevity it will be referred to simply as "packet" throughout the modules.

The text that is often used for musical material and reinforcing explanations is Music for the Classroom Teacher by Dallin and Winslow published by W.C. Brown, (price - $5.50 in 1973) and will be referred to as "text" throughout the modules.

Music 370 Self-Help Guide

Winslow, Robert and Leon Dallin. Music Skills for Classroom Teachers. 3rd ed. Dubuque, Iowa: W.C. Brown Company Publishers, 1970.

Piano

Recording and Reproduction Devices

a. Video-recorder and monitor (preferably)-tape recorder (if video is not available)

b. Good quality record player

Instruments

a. Rhythm band set *

b. Tone bells *

c. Autoharp *

Practice Rooms

Instruments may be practiced in any room in the Music Building that is not occupied. Practice rooms (small) are on the second floor on the west side. Most rooms are fully utilized and the small practice rooms are assigned and reserved at certain periods but any room that can be found open may be used. The Music Building is open 7:00 A.M. until 10:00 P.M. weekdays, and some hours on Saturdays and Sundays.

Materials

a. Making Music Your Own, published by Silver Burdet, with recordings, this is a "song series" with pupil's books and teacher's manual for each grade, (K-8). Many public schools have these publications, however, if they are not available at the intern's school, they may be checked out from room 106a in the Music Building, Adams State College.

b. Adventures in Music, recorded and published by RCA. A collection of concert recordings with accompanying teacher manuals (grades 1-6) to be used in listening lessons. This series may be found in the Learning Resource Center and in room 106a of the Music Building, Adams State College.

c. Bowmar Orchestral Library, recorded by Bowmar. To be used as listening lessons, has no teacher manual, may be found in the listening room number 106a of the Music Building, Adams State College.

d. Rhythms Today with Recordings, published by Silver Burdet, is a teacher's manual for movement to music (dance) and corresponding records for the music. This may be borrowed for a limited time from room 107 of the Music Building.

* If not available at intern's school, a set may be borrowed for a a limited time from room 107, Music Building, Adams State College

PITCH, A BASIC ELEMENT OF MUSIC

Time

This module can be completed within 5-7 hours, if this time is distributed throughout the week. Mastery of this module will probably be more difficult, and you will probably need more time to complete this module (8-10 hours) if you attempt to complete this module in one day.

Objectives

Upon the completion of the enabling activities of this module, the intern will:

1. Correctly play on the piano Figures 1, 2, and 3 on pages 4 and 5 of the "Music 370--Self-Help Guide" and play the correct pitches of "Merrily We Roll Along" on page 145 of the text.

2. Recognize the correct letter name of any note on either the bass or treble clef and sound any designated tone or note on the piano.

3. Sing at least one of the songs of either Figure 1, 2, or 3 in the "Music 370--Self-Help Guide".

Enabling Activities

1. Read pages 1, 2, and 3 of the "Music 370--Self-Help Guide".

2. Read the text (pages 96-99) and <u>especially</u> observe the illustration on the top of page 97.

3. Practice on the piano keyboard the notes of Figures 1, 2, and 3 in the "Music 370--Self-Help Guide".

4. Practice on the piano "Merrily We Roll Along", page 145 of the text.

5. Follow the "Suggestions for Skill Practice" on pages 2 and 3 of the "Music 370--Self-Help Guide".

6. Answer the questions in Handout #1.

7. Review the "Criteria Checklist", Handout #2, and utilize this checklist to evaluate yourself on each of the behavioral indicators.

8. Submit the "Criteria Checklist", Handout #2, to your cooperating teacher, team leader, and on-site music instructor. This checklist must be completed, signed, and dated by one of the above persons. After the signing of the "Criteria Checklist", give this checklist to your team leader to keep in his/her records.

Evaluation

The intern will be evaluated on his/her attainment of the objectives of this module by the cooperating teacher, team leader, or on-site instructor through the use of the "Criteria Checklist", Handout #2. (See the specific criteria on this checklist.)

STUDY GUIDE QUESTIONS

The intern should answer the following questions:

1. What is "pitch"?

2. What is the name of the tone on the space above the treble clef?

3. When singing a tune, can you continue to sing without the piano and end on the correct pitch as checked with the piano?

4. What is the name of the pitch produced by striking the white piano key that is on the <u>right</u> side of the "group of two" black keys?

Handout #2
Module #1

COOPERATING TEACHER, TEAM LEADER, AND ON-SITE INSTRUCTOR

PITCH, A BASIC ELEMENT OF MUSIC

CRITERIA CHECKLIST

This criteria checklist is constructed to evaluate the intern's attainment of the objectives of Module One. The cooperating teacher, team leader, or music on-site instructor should complete the checklist and sign and date it. The intern must meet the criteria or standards as stated below. If the intern does not meet these criteria, he/she must repeat the enabling activities of Module One until these criteria are attained. Upon meeting the criteria for the behavioral indicators on this checklist, the intern should submit this signed and dated checklist to the team leader to keep in the team leader's music file for each intern.

A. Behavioral Indicators	None	One	Three	Five	Many (?)
1. The intern, when playing Figure 1, page 4 of the "Music 370--Self-Help Guide" made this number of mistakes.	___	___	___	___	___
2. The intern, when playing Figure 3, page 5 of the "Music 370--Self-Help Guide, made this number of mistakes.	___	___	___	___	___
3. The intern, when playing "Merrily We Roll Along," page 145 of the text, made this number of mistakes.	___	___	___	___	___
4. The intern, when asked to identify 10 notes on the treble and bass clefs, is able to identify this many of the 10 notes. The cooperating teacher, on-site music instructor, or team leader should give the intern this quiz.	___	___	___	___	___

None One Three Five Many (?)

5. The intern, after selecting one tune from pages 4 and 5 of the "Music 370--Self-Help Guide", can sing that tune with this number of mistakes. ___ ___ ___ ___ ___

B. Context - Meeting with on-site instructor, team leader, or cooperating teacher.

C. Criteria

1. The intern should not rate "3" or above on numbers 1, 2, and 3 of the behavioral indicators. If the intern rates "3" or above, he/she must repeat the enabling activities of this module and be rated again by the team leader, cooperating teacher, or music on-site instructor.

2. If the intern is rated "5" or less on #4 of the behavioral indicators, he/she must repeat the enabling activities until improvement is observed.

3. If the intern rates "3" or more on behavioral indicator #5, he/she must consult with the on-site instructor or college facilitator until improvement is observed.

_____ _____

Signature (Cooperating teacher, team leader, or on-site instructor)

Date

TEMPO AND DURATION, BASIC ELEMENTS OF MUSIC

Time

Five or eight hours, if distributed throughout the week.

Objectives

Upon the completion of the enabling activities of this module, the intern will:

1. Memorize and explain the meaning and the function of the following musical terms:

pitch	strain	clef	quarter note
tempo	alla breve	rests	eighth note
duration	time signature	letter names	middle "C"
beats	"C" meter	whole note	leger lines
common time	staff	half note	meter signature
			measure

2. Recognize, name, and describe the duration of each note.

3. Describe the relationships of whole, half, quarter, and eighth notes and these notes' corresponding rests.

4. "Tap" or sing the correct durations of notes in the tunes of Figure 5, page 11 of the "Music 370--Self-Help Guide."

5. "Tap" or sing the correct durations of the notes of the tune "Old Smoky", page 6 of the text.

Enabling Activities

1. Read pages 6-9 of the "Music 370--Self-Help Guide."

2. Read the text, pages 26-31 and 41 (beginning on "Rests").

3. "Tap" or sing each individual note for its correct duration on Figure 5, page 11 of the "Music 370--Self-Help Guide."

4. "Tap" or sing the correct duration for each note of Exercise 7, page 31; Exercise 10, numbers 2 and 3, page 35; Exercise 12, number 1, page 41; and Exercise 13, numbers 1, 2, 3, 4, and 5, page 42, of text.

5. Write down and memorize the meanings of all terms listed in the first objective of this module.

6. Observe Figure 4, page 10, of the "Music 370--Self-Help Guide.

7. Practice tapping or singing note durations of any song you choose from the text until you feel confident of correctness. (Inability to perform note values correctly or to understand meter signatures is a most common weakness and block to success with these modules. Be cognizant of the fact that you must understand completely all signs and terms and that you must be able to correctly perform them.)

8. Submit the "Criteria Checklist" for Module #2 to supervisory personnel to rate your attainment of the objectives of Module #2.

Evaluation

The intern will be evaluated on his/her attainment of the objectives of this module by the cooperating teacher, team leader, or on-site music instructor according to the behavioral indicators and criteria on the "Criteria Checklist" for Module #2. The intern can also utilize this checklist for his/her own evaluation before submitting it to a supervisor for rating. The intern should also discuss with a supervisor the meaning and function of each term listed in the first objective of this module.

COOPERATING TEACHER, TEAM LEADER, AND ON-SITE INSTRUCTOR

TEMPO AND DURATION, BASIC ELEMENTS OF MUSIC

CRITERIA CHECKLIST

This criteria checklist is constructed to evaluate the intern's attainment of the objectives of Module Two. The cooperating teacher, team leader, or music on-site instructor should complete the checklist and sign and date it. The intern must meet the criteria or standards as stated below. If the intern does not meet these criteria, he/she must repeat the enabling activities of Module Two until these criteria are attained. Upon meeting the criteria for the behavioral indicators on this checklist, the intern should submit this signed and dated checklist to the team leader to keep in the team leader's music file for each intern.

A. Behavioral Indicators	None	One	Three	Five	Many (?)
1. The intern, when tapping or singing "Lovely Evening", page 11 of the "Music 370--Self-Help Guide", made this number of mistakes.	___	___	___	___	___
2. The intern, when tapping or singing "This Old Man", page 11 of the "Music 370--Self-Help Guide", made this number of mistakes.	___	___	___	___	___
3. The intern, when tapping or singing #5 of Exercise 13, page 42 of the text, made this number of mistakes.	___	___	___	___	___
4. When tested on the meanings and function of 10 selected musical terms from the first objective of Module Two, the intern was unable to identify this number of terms. (The on-site music instructor, team leader, or cooperating teacher should construct and administer this quiz.)	___	___	___	___	___

	None	One	Three	Five	Many (?)
5. The intern, when tapping or singing "Old Smoky", page 6 of the text, made this number of mistakes in note duration.	____	____	____	____	____

B. Context - Meeting with on-site music instructor, team leader, or cooperating teacher.

C. Criteria - The intern should rate "none" or "1" on the rating scale provided. If the intern rates "3" or more on any of the above behavioral indicators, he/she should review and repeat the module and rating session with a supervisor.

_____ _____

Signature
(Cooperating teacher, team leader, or on-site instructor)

Date

SHARPS - FLATS - KEY SIGNATURES

Time

Two or three hours extended throughout two days.

Objectives

Upon the completion of the enabling activities of this module, the intern will:

1. Recognize ♯, ♭, and ♮, and explain the meaning of each.
2. Play on the piano correct pitches of "Bingo", page 7 in the text, "Sweet Betsy", page 62, and "We Wish You a Merry Christmas", page 90 in the text.
3. Define and recognize an "accidental."
4. Play the correct pitches of "French Cathedrals", page 252 in the text.
5. Define, recognize, and explain the function of key signatures, and demonstrate these functions by correctly playing the tunes on page 13 of the "Music 370--Self-Help Guide."

Enabling Activities

1. Study the definitions and explanations on pages 12 and 13 of the "Music 370--Self-Help Guide."
2. Practice melodies suggested on page 13 of the "Music 370--Self-Help Guide."
3. Study the text--page 56 (at the bottom), page 57, and pages 60-62.
4. Submit Criteria Checklist to a supervisor to rate your attainment of the objectives of this module.

Evaluation

The intern will demonstrate to the on-site music instructor, cooperating teacher, or team leader that he or she can produce the correct pitches of "Bingo", "Sweet Betsy", "We Wish You a Merry Christmas", and "French Cathedrals" on the piano (note values or duration will not be considered).

The intern will explain and demonstrate the meaning of ♯, ♭, ♮, "accidental", and key signature, with emphasis on their functions, to the on-site music instructor or another supervisor. If you wish, you may tape record the above demonstrations and explanations and submit them to the on-site music instructor or college facilitator. He/she will rate your performance according to the "Criteria Checklist" for Module #3.

Handout #1
Module #3

COOPERATING TEACHER, TEAM LEADER, AND ON-SITE INSTRUCTOR

SHARPS - FLATS - KEY SIGNATURES

CRITERIA CHECKLIST

This criteria checklist is constructed to evaluate the intern's attainment of the objectives of Module Three. The cooperating teacher, team leader, or music on-site instructor should complete the checklist and sign and date it. The intern must meet the criteria or standards as stated below. If the intern does not meet these criteria, he/she must repeat the enabling activities of Module Three until these criteria are attained. Upon meeting the criteria for the behavioral indicators on this checklist, the intern should submit this signed and dated checklist to the team leader to keep in the team leader's music file for each intern.

A. Behavioral Indicators	None	One	Three	Five	Many (?)
1. The intern, when playing "We Wish You a Merry Christmas", page 90 of the text, made this number of mistakes.	___	___	___	___	___
2. The intern, when playing "French Cathedrals", page 252 in the text, made this number of mistakes.	___	___	___	___	___
3. The intern, when explaining the function of a key signature, sharp, flat, ♮, and accidental, made this number of lucid, correct explanations.	___	___	___	___	___

B. Context - Meeting with on-site instructor or college facilitator in person or by tape recording.

C. Criteria - The intern made three or less mistakes for behavioral indicators 1 and 2. If more than three mistakes were made, the intern should review the enabling activities

of Module #3 until he meets this criteria when rated again on behavioral indicators 1 and 2.

The intern must be able to lucidly explain each of the five symbols in behavioral indicator 3 with no mistakes.

_____ _____

Signature
(Cooperating teacher, team leader, or on-site instructor)

Date

PITCH AND DURATION SIMULTANEOUSLY

Time

One week and two days.

Rationale

Pitch and duration have been separately considered in previous modules but, of course, always must be read and played simultaneously in the production of music. The skill of interpreting pitch and correct duration simultaneously requires considerable practice time and application.

Objectives

Upon the completion of the enabling activities of this module, the intern will:

1. Play on the piano the correct durations and pitch of "Bingo", page 7 in the text; "Sweet Betsy", page 62 in the text; "Lavender's Blue", page 102 in the text; and "My Goose" and "Clocks and Watches", page 175 in the text.

2. Play, after a reasonable practice time (15 to 30 minutes), a simple tune that was unfamiliar to the intern when assigned.

3. Sing the above melodies as they are played on the piano.

Enabling Activities

1. Practice the melodies listed in the first objective of this module as found in the text.

2. Practice singing the melodies after you are positive that you are playing them correctly on the piano.

3. Study the text, pages 14-22.

4. Submit "Criteria Checklist" for Module #4 to the on-site music instructor or college facilitator to be rated on the attainment of the objectives of this module.

Evaluation

The intern will perform the tunes listed under Objective One of this module by playing them on the piano and singing them. This performance will be presented to the on-site music instructor or college facilitator.

The on-site music instructor or college facilitator will select (from the text) a tune with which the intern is unfamiliar. The intern will be assigned the tune and, after a reasonable practice time (15 to 30 minutes), will be rated on Behavioral Indicator Six on the "Criteria Checklist" for Module #4.

The intern should review and rate himself/herself on all the behavioral indicators rated on the "Criteria Checklist" for Module #4 before he/she is rated on each behavioral indicator by the on-site music instructor or the college facilitator. Pay particular attention to the stated criteria.

COOPERATING TEACHER, TEAM LEADER, AND ON-SITE INSTRUCTOR

PITCH AND DURATION SIMULTANEOUSLY

CRITERIA CHECKLIST

This criteria checklist is constructed to evaluate the intern's attainment of the objectives of Module Four. The cooperating teacher, team leader, or music on-site instructor should complete the checklist and sign and date it. The intern must meet the criteria or standards as stated below. If the intern does not meet these criteria, he/she must repeat the enabling activities of Module Four until these criteria are attained. Upon meeting the criteria for the behavioral indicators on this checklist, the intern should submit this signed and dated checklist to the team leader to keep in the team leader's music file for each intern.

A. Behavioral Indicators	None	One	Two	Three	Four	Many
1. The intern, when playing "Bingo" on the piano, made this number of mistakes.	___	___	___	___	___	___
2. The intern, when playing "Sweet Betsy" on the piano, made this number of mistakes.	___	___	___	___	___	___
3. The intern, when playing "Lavender's Blue", made this number of mistakes.	___	___	___	___	___	___
4. The intern, when playing "My Goose", made this number of mistakes.	___	___	___	___	___	___
5. The intern, when playing "Clocks and Watches", made this number of mistakes.	___	___	___	___	___	___

	None	One	Two	Three	Four	Many
6. The intern, when playing an unfamiliar tune assigned by the evaluator and given 15-30 minutes to practice, made this number of mistakes.	___	___	___	___	___	___

7. In the opinion of the evaluator, the intern, when singing all of the above tunes, did the following: (Check one.)

____ Sang the correct pitch and duration.

____ Made some pitch errors.

____ Made many pitch errors.

____ Sang note values correctly.

____ Made some errors in note values.

____ Made many errors in note values.

B. Context - Meeting with on-site music instructor or college facilitator.

C. Criteria - The intern should review, repeat, and be rated again on any of the first six behavioral indicators if he/she makes more than three mistakes as observed by the on-site music instructor or the college facilitator. The intern should be encouraged to sing by the rater regardless of the number of errors produced and rated on Behavioral Indicator Seven. If the intern cannot correctly sing, and singing seems to be an impossibility for the intern, review may not help the intern's ability, and he/she should continue into the next modules with the understanding that his/her singing weakness is not inherent but can be improved by much singing practice in the subsequent modules.

_____ _____

Signature (Cooperating teacher, team leader, or on-site instructor)

Date

DOTS AFTER NOTES

Time

Two to four hours.

Objectives

Upon the completion of the enabling activities of this module, the intern will:

1. Recognize and explain the function of duration or note value.
2. Perform the duration or note value of notes that are followed immediately with a dot.
3. Play and sing the following tunes: "Old Smoky", "The More We Get Together", and "The Streets of Loredo", pages 6, 3, and 252, respectively, in text.

Enabling Activities

1. Study the "Music 370--Self-Help Guide", pages 19 and 20.
2. Practice the suggested tunes on page 20 of the "Self-Help Guide".
3. Study the text, pages 33-34, and page 47, numbers 7-9.
4. Sing the suggested tunes on page 20 of the "Self-Help Guide". Pay particular attention to those notes followed by a dot.
5. Submit Handout #1, Criteria Checklist for Module #5, to the on-site instructor.

Evaluation

The intern will perform on the piano and sing the suggested songs on page 20 of the "Self-Help Guide" for the on-site instructor. The songs should be played and sung with correct note value given to all dotted notes. (See Handout #1, Module #5.) The intern must be able to explain to the on-site instructor the function of dots after notes.

Handout #1
Module #5

COOPERATING TEACHER, TEAM LEADER, AND ON-SITE INSTRUCTOR

DOTS AFTER NOTES

CRITERIA CHECKLIST

This criteria checklist is constructed to evaluate the intern's attainment of the objectives of Module Five. The cooperating teacher, team leader, or music on-site instructor should complete the checklist and sign and date it. The intern must meet the criteria or standards as stated below. If the intern does not meet these criteria, he/she must repeat the enabling activities of Module Five until these criteria are attained. Upon meeting the criteria for the behavioral indicators on this checklist, the intern should submit this signed and dated checklist to the team leader to keep in the team leader's music file for each intern.

A. Behavioral Indicators	None	One	Two	Three	Four	Many
1. The intern, when playing "Old Smoky" on the piano, made this number of mistakes on dotted notes.	___	___	___	___	___	___
2. The intern, when playing "The More We Get Together", made this number of mistakes on the dotted notes.	___	___	___	___	___	___
3. The intern, when playing "The Streets of Loredo", made this number of mistakes on the dotted notes.	___	___	___	___	___	___

B. Context - Meeting with on-site instructor, team leader, or cooperating teacher.

C. Criteria - The intern should repeat his piano demonstration if he/she makes more than three mistakes on the above checklist indicators.

Signature
(Cooperating teacher, team leader, or on-site instructor)

Date

TEACHING ROTE SONGS

Modules one through five were presented for the purpose of enabling the intern to translate printed music into correct sound. Module #6 is intended as suggestions and/or guidelines for the presentation of these songs to children.

Time

Eight to ten hours

Objectives

Upon the completion of the enabling activities of this module, the intern will:

1. Present a song by rote to classroom children.
2. When presenting a rote song, apply the "ten commandments" of teaching a rote song.

Enabling Activities

1. Study the "ten commandments" of teaching a rote song in the Music 370-Self Help Guide.
2. Practice the "ten commandments" suggestions.
3. Conduct a trial rote song presentation with other interns or team leader incorporating these "ten commandments" within your presentation.
4. After thorough preparation, present the song(s) to a group of children. Video-tape or tape-record this presentation and use the tape to analyze your presentation(s).

Evaluation

Using the taped presentation, the intern should evaluate his/her presentation using the attached evaluation sheet (Handout #1, Module #6). The on-site instructor should evaluate the intern's attainment of the objectives of this module by using the criteria checklist (Handout #2, Module #6) as well as the evaluation sheet (Handout #1, Module #6).

EVALUATION SHEET

Evaluator's Name _____

Intern's Name _____

Song Name _____

Rating Scale: 1 = Below average, poor, needs improvement; 2 = Adequate, average; 3 = Very adequate.

	Rating Scale		
	1	2	3
Teacher Presentation:			
Preparation	___	___	___
Conciseness	___	___	___
Effectiveness	___	___	___
English Usage	___	___	___
Comments:			
Teaching Personality:			
Enthusiasm	___	___	___
Confidence	___	___	___
Verbal Expression	___	___	___
Comments:			
Musical Factors:			
Directing	___	___	___
Pitch	___	___	___
Rhythm	___	___	___
Piano Playing and Chording	___	___	___

Comments:

General Comments:

Handout #1
Module #6

EVALUATION SHEET

Evaluator's Name _____

Intern's Name _____

Song Name _____

Rating Scale: 1 = Below average, poor, needs improvement; 2 = Adequate, average; 3 = Very adequate.

	Rating Scale		
	1	2	3
Teacher Presentation:			
Preparation	___	___	___
Conciseness	___	___	___
Effectiveness	___	___	___
English Usage	___	___	___
Comments:			
Teaching Personality:			
Enthusiasm	___	___	___
Confidence	___	___	___
Verbal Expression	___	___	___
Comments:			
Musical Factors:			
Directing	___	___	___
Pitch	___	___	___
Rhythm	___	___	___
Piano Playing and Chording	___	___	___

Comments:

General Comments:

EVALUATION SHEET

Evaluator's Name _____

Intern's Name _____

Song Name _____

Rating Scale: 1 = Below average, poor, needs improvement; 2 = Adequate, average; 3 = Very adequate.

	Rating Scale		
	1	2	3
Teacher Presentation:			
Preparation	___	___	___
Conciseness	___	___	___
Effectiveness	___	___	___
English Usage	___	___	___
Comments:			
Teaching Personality:			
Enthusiasm	___	___	___
Confidence	___	___	___
Verbal Expression	___	___	___
Comments:			
Musical Factors:			
Directing	___	___	___
Pitch	___	___	___
Rhythm	___	___	___
Piano Playing and Chording	___	___	___

Comments:

General Comments:

EVALUATION SHEET

Evaluator's Name _____

Intern's Name _____

Song Name _____

Rating Scale: 1 = Below average, poor, needs improvement; 2 = Adequate, average; 3 = Very adequate.

	Rating Scale		
	1	2	3
Teacher Presentation:			
Preparation	___	___	___
Conciseness	___	___	___
Effectiveness	___	___	___
English Usage	___	___	___
Comments:			
Teaching Personality:			
Enthusiasm	___	___	___
Confidence	___	___	___
Verbal Expression	___	___	___
Comments:			
Musical Factors:			
Directing	___	___	___
Pitch	___	___	___
Rhythm	___	___	___
Piano Playing and Chording	___	___	___

Comments:

General Comments:

EVALUATION SHEET

Evaluator's Name _____

Intern's Name _____

Song Name _____

Rating Scale: 1 = Below average, poor, needs improvement; 2 = Adequate, average; 3 = Very adequate.

	Rating Scale		
	1	2	3
Teacher Presentation:			
Preparation	___	___	___
Conciseness	___	___	___
Effectiveness	___	___	___
English Usage	___	___	___
Comments:			
Teaching Personality:			
Enthusiasm	___	___	___
Confidence	___	___	___
Verbal Expression	___	___	___
Comments:			
Musical Factors:			
Directing	___	___	___
Pitch	___	___	___
Rhythm	___	___	___
Piano Playing and Chording	___	___	___

Comments:

General Comments:

EVALUATION SHEET

Evaluator's Name _____

Intern's Name _____

Song Name _____

Rating Scale: 1 = Below average, poor, needs improvement; 2 = Adequate, average; 3 = Very adequate.

	Rating Scale		
	1	2	3
Teacher Presentation:			
Preparation	___	___	___
Conciseness	___	___	___
Effectiveness	___	___	___
English Usage	___	___	___
Comments:			
Teaching Personality:			
Enthusiasm	___	___	___
Confidence	___	___	___
Verbal Expression	___	___	___
Comments:			
Musical Factors:			
Directing	___	___	___
Pitch	___	___	___
Rhythm	___	___	___
Piano Playing and Chording	___	___	___

Comments:

General Comments:

COOPERATING TEACHER, TEAM LEADER, AND/OR ON-SITE INSTRUCTOR

TEACHING ROTE SONGS

CRITERIA CHECKLIST

This criteria checklist is constructed to evaluate the intern's attainment of the objectives of music module six. The cooperating teacher, team leader, or music on-site instructor should complete the checklist and sign and date it. The intern must meet the criteria or standards as stated below. If the intern does not meet these criteria, he/she must repeat the enabling activities of module six until these criteria are attained. Upon meeting the criteria for the behavioral indicators on this checklist, the intern should submit this signed and dated checklist to the team leader to keep in the team leader's music file for each intern.

A. Behavioral Indicators	5	6	7	8	9	10
1. The intern can list the following number of the "ten commandments" and can explain the reason for each.	___	___	___	___	___	___
2. When teaching a song to a classroom of students the intern demonstrated this number of "commandment" suggestions.	___	___	___	___	___	___
	A	B	C	D	E	F
3. Using the evaluation sheet (Handout #1, Module 6) for the intern's song presentation to a classroom of children, the intern's overall rote song presentation would be graded as	___	___	___	___	___	___

B. Context - On-site instructor's, or cooperating teacher's evaluation of intern's presentation of a rote song within an on-going classroom situation.

C. Criteria - The intern should receive a rating of 6 or above on behavioral indicator's one and two on the preceding page. The intern's overall performance should be graded as "C" or above on behavioral indicator three. If the above criteria are not attained by the intern, he/she should repeat the performance of the three behavioral indicators until success is achieved.

_____ _____

Signature
(Cooperating teacher, team leader, or on-site instructor)

Date

TEACHING LISTENING LESSONS

Time

One week

Objectives

Upon the completion of the enabling activities of this module, the intern will:

1. Present a listening lesson to children in a classroom situation.
2. Apply the "Ten Laws of Teaching the Art of Listening to Music" during the presentation of a listening lesson.

Enabling Activities

1. Obtain a good quality record player or tape recorder and a recording.
2. Select the recording according to the age, background and interests of the listeners.
3. Plan a listening lesson according to:
   a. It's appropriateness to the experiences of the children,
   b. It's relationship to classroom activities in other academic areas (social studies, science, mathematics, etc.),
   c. Your own understanding of the selected listening lesson.
4. Plan an introduction, explanation and background research presentation of the listening lesson.
5. Study the "Ten Laws of Teaching the Art of Listening to Music", p. 30, "Music 370-self help guide". Use then "Ten Laws" as guidelines for your listening presentation.
6. Read pp. 234-248 of the text for background information and suggestions for your listening presentation.
7. Present the selected listening lesson to the classroom and videotape or tape record this presentation. Present as many listening lessons as time permits.

Evaluation

The on-site instructor should evaluate the intern using the provided evaluation sheet, Handout #1, Module #7. The on-site instructor may use the evaluation sheet on the basis of observation made of the intern and/or the video-tape or tape recording made by each intern.

COOPERATING TEACHER, TEAM LEADER OR ON-SITE INSTRUCTOR

TEACHING LISTENING LESSONS

EVALUATION SHEET

This evaluation sheet is constructed to evaluate the intern's attainment of the objectives of module seven. The cooperating teacher, team leader, or on-site instructor should complete this evaluation sheet and sign and date it. This evaluation sheet should then be submitted to the team leader to keep in each intern's music file.

Evaluator's Name_____

Intern's Name_____

Song Name_____

Rating Scale: 1 = Below average, poor, needs improvement; 2 = Adequate, average; 3 = Very adequate.

	Rating Scale		
	1	2	3
Teacher Presentation:			
Preparation	___	___	___
Conciseness	___	___	___
Effectiveness	___	___	___
English Usage	___	___	___
Comments:			
Teaching Personality:			
Enthusiasm	___	___	___
Confidence	___	___	___
Verbal Expression	___	___	___

Rating Scale

1 2 3

Comments:

Musical Factors:

Directing ___ ___ ___

Pitch ___ ___ ___

Rhythm ___ ___ ___

Piano Playing and Chording ___ ___ ___

Comments:

General Comments:

Using each of the "Ten Laws of Teaching the Art of Listening to Music", rate the listening lesson presentation on a scale of 5, with 1 being the lowest, 3 being average and 5 superior. Refer to the "Music 370 - Self-Help Guide", p. 30.

Law #1 _____ Law #6 _____

Law #2 _____ Law #7 _____

Law #3 _____ Law #8 _____

Law #4 _____ Law #9 _____

Law #5 _____ Law #10 _____

Criteria - The intern must repeat this module if he/she is not rated at least "2" on any of the ratings on the evaluation sheet and is not rated at least "3" on any of the "Ten Laws".

_____ _____

Signature Date

(Cooperating Teacher, Team Leader, or on-site instructor)

USE OF RHYTHM INSTRUMENTS

Time

Four hours

Objectives

Upon the completion of the enabling activities of this module, the intern will:

1. Identify the basic rhythm band instruments and correctly play them,
2. Select rhythm instruments appropriate to the music,
3. Lead a classroom of children in creating a rhythm instrument background or rhythm accompaniment to songs.

Enabling Activities

1. Obtain a set of rhythm band instruments, Latin American instruments, bongos, claves, maracas, quiro, tambourine. If these instruments are not available in the local schools, these instruments may be borrowed from room 107 in the Adams State College Music Building.
2. Practice playing each instrument separately. Make sure the instruments are held correctly and the sound is correctly produced.
3. Read and study the text, pp. 126-132.
4. Read "Music 370-Self Help Guide", pp. 31-33.
5. Use rhythm instruments in a classroom presentation. Plan and select the music and instruments carefully.

Evaluation

The cooperating teacher, team leader, or on-site instructor should evaluate the intern's attainment of the objectives of this module by using the criteria checklist (Handout #1, Module #8).

COOPERATING TEACHER, TEAM LEADER OR ON-SITE INSTRUCTOR

USING RHYTHM INSTRUMENTS

CRITERIA CHECKLIST

The cooperating teacher, team leader or on-site music instructor should use this checklist to rate the intern's attainment of the objectives of Module #8. Once the intern has attained the stated criteria, he/she should give this signed and dated checklist to the team leader to file in each intern's music file.

A. Behavioral Indicators	Yes	No
1. The intern can correctly identify at least ten rhythm band and Latin rhythm instruments and explain each instrument's sound qualities and demonstrate the correct method of playing each.	___	___
2. The intern presented a music lesson to a classroom or group of children that included the use of rhythm instruments as accompaniment to a song or recorded music. The selection of instrumentation, the rhythmic character and the attitude of the class was satisfactory.	___	___

B. Criteria - The intern should receive a rating of "yes" on each of the above behavioral indicators.

_____ _____

Signature
(Cooperating teacher, team leader, on-site instructor)

Date

TONE-BELLS

Time

Five to seven hours distributed throughout one week.

Objectives

Upon the completion of the enabling activities of this module, the intern will:

1. Create tone bell charts that enable children in grades 3-6 to accompany songs with chordal harmony.
2. Use tone bells in a classroom situation to help teach basic concepts of pitch, scale development, melody and harmony.

Enabling Activities

1. Obtain a set of tone bells from local school district or room 107, Adams State College Music Building.
2. Study the text, pp. 132-138.
3. Study the "Music 370-Self Help Guide", pp. 33-42.
4. Write tone bell charts for specific songs and have them checked and approved by the on-site music instructor or college facilitator.
5. Plan and write lesson plans using tone bells concerned with ear training for children, producing chordal harmony and creating new melodies.
6. Present one of these lessons to a classroom or group of children.

Evaluation

The on-site instructor, team leader or cooperating teacher should complete the criteria checklist for this module (Handout #1, Module #9).

COOPERATING TEACHER, TEAM LEADER OR ON-SITE INSTRUCTOR

TONE BELLS

CRITERIA CHECKLIST

This criteria checklist is constructed for the music on-site instructor, team leader or cooperating teacher. The intern must attain the behavioral indicators and criteria as stated below before this checklist is signed and dated. After satisfactorily completing module 9, the intern should submit this signed and dated checklist to the team leader. The team leader should keep this signed and dated checklist in each intern's music file.

A. Behavioral Indicators	Yes	No
1. The intern presented at least two tone bell charts to the on-site instructor or college facilitator and each tone bell chart was completely correct.	___	___
2. The intern presented to a classroom of children at least one of the following lessons:	___	___
a. The use of tone bells in "ear training" for elementary children.		
b. Chordal harmony (use of tone bell charts).		
c. Creating a new melody through the use of tone bells.		
3. The intern correctly used tone bells in his/her presentation of one of the lessons in 2a, 2b, or 2c.	___	___

B. Criteria - The intern must receive a rating of "yes" on the above stated behavioral indicators. If not, the intern should repeat the enabling activities of this module.

_____ Signature
(Cooperating Teacher, Team Leader, or on-site Instructor)

_____ Date

AUTOHARP

Time

Five to nine hours

Objectives

Upon the completion of the enabling activities of this module the intern will:

1. Correctly play the autoharp performing harmonic accompaniment to elementary school songs.
2. Transpose a printed melody which is not in the key available on the autoharp.

Enabling Activities

1. Obtain an autoharp from room 107, Adams State College Music Building.
2. Study the text, pp. 170-178.
3. Study the "Music 370-Self Help Guide", pp. 42-52.
4. Play the auto harp as an accompaniment while singing "Clementine", p. 176 of the text, and "Streets of Loredo", p. 252 of the text.
5. Select a song to present to a group or classroom of children and use the autoharp to accompany the selected song.
6. Select and make the necessary transpositions of two of the following songs:

   "The Bus", p. 268 of text,
   "Cielito Lindo", p. 259 of text,
   "Buffalo Gals", p. 160 of text,
   "I'm a Little Teapot", p. 270.

7. Present at least two of the above transposed songs to a classroom of students and play the autoharp as accompaniment to both songs.

Evaluation

The on-site music instructor should observe the intern play an autoharp to the accompaniment of two songs listed in the enabling activities of this module. The observer should take note of the following:

1. The intern can effectively perform on the autoharp.

2. The intern can correctly transpose two songs in the key in which the autoharp can be played.

3. The position of playing the autoharp is:

   a. The left hand presses the chord bars firmly,

   b. The right hand crosses over the left hand and strums the strings. The strumming is usually from the low tones up or away from the body.

4. The correct chord bar is always played at exactly the correct instant.

THE REALITIES OF THE ARTS TO PRIMARY CHILDREN

Time

Two to three hours for the lecture demonstration, three hours for organizing notes.

Objectives

Upon the completion of the enabling activities of this module, the intern will:

1. Select and have available a list of materials for use in elementary music.

2. Consider, evaluate and formulate opinions on the use of demonstrated music materials.

Enabling Activities

1. Read and study the "Realities of the Arts to Primary Children", "Music 370-Self Help Guide", pp. 53-61.

2. Attend lecture and "related arts" demonstration arranged by the college facilitator.

3. Take notes on the materials shown at the demonstration session. The notes should include characteristics, sources and uses for each of the materials shown.

Evaluation

1. The intern should take notes on the lecture/demonstration given by the college facilitator and submit to the college facilitator:

   a. A description and explanation of the materials demonstrated by the college facilitator,

   b. An evaluation of these materials and a description of the materials' uses in a classroom situation.